

Simulation Games In Understanding Culture, Society And Politics Among Lemery Senior High School Students

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Abstract

The study focuses on the integration of simulation games in social studies to enhance the understanding of politics, culture, and society among students. By utilizing these interactive tools, the research aims to explore how students' engagement with complex social concepts can be deepened through immersive experiences. The study will investigate whether simulation games can improve students' ability to analyze political systems, appreciate cultural diversity, and comprehend societal structures in a more meaningful way than traditional teaching methods. Ultimately, the findings will provide insights into the potential of simulation games as a valuable pedagogical resource for social studies education, fostering a more informed and engaged citizenry.

Descriptive method of research was used through a survey questionnaire as the main instrument in data gathering. The participants of the study were the forty (40) Grade 12 SHS students from Lemery who are currently taking up Social Studies.

The Findings shows that most of the students performed in average level during the first quarter relative to their written works, performance tasks, and quarterly assessment. The student respondents agreed on the integration of simulation games to enhance their understanding of culture, society and politics in terms to learning content, classroom activities, and assessment tasks.

The school principals may integrate the suggested learning activities during Learning Action Cell (LAC) sessions to enhance understanding in Social Studies lessons. Teachers may utilize the suggested activities to reinforce comprehension on the concepts and information in Social Studies lessons.

Keywords: *simulation games, students' engagement, political systems, cultural diversity, societal structures.*



Introduction

In Senior High School, understanding culture, society, and politics is a core subject that draws from anthropology, political science, and sociology. This course promotes cultural relativism and social inclusiveness, aiming to dismantle prejudices and cultivate social and cultural competence among students. The ultimate goal is to equip students with the knowledge and skills necessary to navigate and contribute to a diverse and ever-changing world.

However, the researcher observed that most of the senior students attending in Social Studies subject often grapple with cognitive overload due to the complexity of historical documents and social theories, straining their ability to deeply engage with the material. This is compounded by the advanced literacy demands, which require students to interpret primary sources, identify bias, and construct evidence-based arguments, thus, research skills that many have yet to fully develop. Combined, these cognitive and literacy hurdles hinder their comprehension and critical thinking abilities.

The study focuses on the integration of simulation games in social studies to enhance the understanding of politics, culture, and society among students. By utilizing these interactive tools, the research aims to explore how students' engagement with complex social concepts can be deepened through immersive experiences. The study will investigate whether simulation games can improve students' ability to analyze political systems, appreciate cultural diversity, and comprehend societal structures in a more meaningful way than traditional teaching methods. Ultimately, the findings will provide insights into the potential of simulation games as a valuable pedagogical resource for social studies education, fostering a more informed and engaged citizenry.

Specifically, the study seeks to answer the following questions:

1. What is the performance of the students during the first quarter relative to:
 - 1.1 written works;
 - 1.2 practical tasks; and
 - 1.3 quarterly assessment?

2. How can simulation games be effectively integrated to enhance the understanding of culture, society and politics in terms to:
 - 2.1 learning content;
 - 2.2 classroom activities; and
 - 2.3 assessment tasks?

3. What are the sustained effects of simulation games based on the aforementioned variables?
4. What challenges are encountered by the students in utilizing simulation games in Social Studies lessons?
5. What other learning activities may be proposed for post-study implementation and improvement?

Methodology

Research Design: The researcher used the descriptive method of research and experimental design as it involves gathering of data to answer questions that concern utilizing of simulation games in teaching and learning Social Studies.

Participants: The participants of the study were the Grade 12 Senior High School students in Lemery, Batangas during the school year 2024. It was composed of 12 males and 28 females with a total of forty (40) and served as respondents of the study.

Instruments: In order to gather the information needed in the study, a researcher-made questionnaire was applied to collect data from the respondents.

Data Analysis: The gathered data were analyzed to meet the objectives of the study. The following data analysis plan were applied in the study.

Frequency Count and Percentage. Frequency is the number of times a particular value occurs in a dataset, while percentage represents that frequency as a proportion of the total.

Ranking. This was applied to determine the position or the status of certain situation or condition given along the constructs and variables of the study.

Weighted Mean. This was used to determine the respondents' responses on the performance, utilization of simulation games, and challenges encountered in Social Studies.

Result and Discussion

This area presents the results and discussions of the study.

1. Performance of the Students

To determine the performance of the students, the teacher – researcher conducted a pre - assessment. In case of the study undertaken, the researcher used performance indicator assessment.

1.1. Written works. Table 1 presents the performance of the students in terms of written works.

Table 1

Students' Performance in Written Works

Performance of the Students	Frequency	Percentage
Excellent	9	22.50
Average	11	27.50
Below Average	20	50
Total	40	100

The table reveals that twenty students or 40 percent of the population performed in a below average level in terms of understanding culture, society, and politics lessons. The table reveals that twenty students or 40 percent of the population performed in a below average level in terms of understanding culture, society, and politics lessons. This requires reinforcement in teaching Social Sciences particularly in the aforementioned lessons. These lessons are deemed needed to comprehend other complex topics and relate it to daily lives. Understanding can only be achieved through students' active participation. The results required enhanced quality of teaching, as emphasized by Davis (2021) ICT can improve the standard of education in terms of motivation and learning process, basic skills development, and teachers' training. Moreover, ICTs are enabling technologies which can facilitate the transformation in to a learner-centered environment.

Meanwhile, the 27.50 percent or nine students from the class attained the verbal interpretation of Excellent. The written test assessment to the students is near to perfection thus the results also state that they are motivated to participate in lessons specifically in culture, politics and society. The researcher deemed that these set of learners are naturally curious, playful, and full of energy allows them to enjoy and learn through traditional classroom setting and instructional style.

1.2. Practical Tasks. Table 2 presents the performance of the students on their practical tasks.

Table 2

Students Performance in Practical Tasks

Performance of the Students	Frequency	Percentage
Excellent	13	32.50
Average	14	35
Below Average	13	32.50
Total	40	100

The table reveals that 14 students or 35 percent of the population are encouraged to perform in an Excellent level. The practical tasks given to the pupils are near to perfection. The results indicated that the students are motivated to participate in lessons. Then, the 32.50 percent or 13 pupils from the class attained Average and Below Average performance, respectively. The findings strongly supported the goal listed in K-12 Curriculum Guide for Social Studies wherein students should be taught to develop skills through discussions on current political issues, as well as how to identify the policies behind decisions and know their rights and responsibilities in a democratic society.

1.3 Quarterly Assessment. Table 3 presents the performance of the students in their quarterly assessment.

Table 3

Students' Performance in Quarterly Assessment

Performance of the Pupils	Frequency	Percentage
Excellent	11	27.50
Average	12	30
Below Average	17	42.50
Total	40	100

The table reveals that 17 pupils or 42.50 percent of the population attained a below average performance. This means that some of the students need attention to comprehend in lesson pertaining to culture, politics and society. The 12 pupils or 30 percent of the population performed in an Average level. The result indicated that the students have significant background and can understand the mentioned topic. Lastly, the remaining 11 pupils or 27.50 percentage of the population achieved Excellent

performance. These learners exhibited a near to perfection performance. Indeed, new strategies and methods can be utilized to achieve mastery on the Social Sciences lesson.

With that, the proposed activities of Almaki et al. (2023) regarding with the use of computer-based simulation games and virtual reality simulations on improves reasoning skills. With that, both simulation methods led to improvements in the students' performance in Social Studies lessons. The study concluded that computer-based simulation games and virtual reality simulations are effective tools for enhancing reasoning, providing students with valuable opportunities to practice and will be of help in enhancing the student's quarterly assessment.

2. Utilization of Simulation Games in Culture, Society , and Politics The tables below present the integration of simulation games on maximizing the understanding of culture, society and politics in terms to learning content, classroom activities, and assessment tasks.

2.1 Learning Content

Table 4 analyzes the integration of simulation games into learning content. The highest score was achieved by the fact of being easy to access in both online and offline modalities with a weighted mean of 3.20, followed closely by be updated and timely (3.19). Relevance and multimodality were given 3.10, whereas uniqueness to everyone's experiences and individuals was awarded 2.90. The factor simplicity and precision of content yielded its lowest weighted mean of 2.50.

Table 4

Integration of Simulation Games as to Learning Content

Learning Content	Weighted Mean	Verbal Indicator	Rank
easy to access information in an online and offline mode	3.20	Agree	1
relevant and multimodal	3.10	Agree	3
simple and precise	2.50	Agree	5
unique for everyone's experiences and individuality	2.90	Agree	4
updated and timely	3.19	Agree	2
Composite Mean	2.97	Agree	

The respondents largely agreed that in terms of understanding the learning content, simulation games are easy to access for everyone to obtain information, relevant, and cover more than one modality providing the simple and precise form of data that is personal yet unique to different individual experiences or events within the common and new times. This suggests that information is easily accessible within the games. Contrary, ease of use and readability emphasized a possible need for improvement in enhancing the clarity and conciseness of the content.

2.2 Classroom Activities.

Table 5 presents the integration of simulation games on maximizing the understanding of culture, society and politics as to classroom activities.

Table 5
Integration of Simulation Games as to Classroom Activities

Classroom Activities	Weighted Mean	Verbal Indicator	Rank
friendly and less prone to physical risks	3.33	Agree	1
cooperative and time manageable	2.55	Agree	4
exploratory and focus on knowledge retention	2.76	Agree	2
Engage and active in Social Studies	2.64	Agree	3
done in pairs or groups	2.51	Agree	5
Composite Mean	2.75	Agree	

Table 5 shows that the use of simulation games in classroom activities fosters friendly and less prone to physical risk as it obtained the highest at weighted mean of 3.33. Students with regard to active retention and knowledge retention scored the second highest mean of 2.76, and student engagement and participation in Social Studies were ranked third with 2.64. While activities were effectively being carried out in pairs or groups was rated the lowest at 2.51.

The data suggests that respondents generally agree that simulation games, when used in classroom activities, are friendly and less prone to physical risks, cooperative and time manageable, exploratory and focused on knowledge retention, and engaging and active in Social Studies. However, it is worth notetaking that results also proposes potential challenges in collaborative implementation.

2.3 Assessment Tasks.

Table 6 presents the integration of simulation games on maximizing the understanding of culture, society and politics as to assessment tasks.

Table 6
Integration of Simulation Games as to Assessment Tasks

Assessment Tasks	Weighted Mean	Verbal Indicator	Rank
familiarity on the content	3.13	Agree	2
realistic decision making	2.65	Agree	4
accurate and systematic	3.32	Agree	1
theoretical knowledge application	3.00	Agree	3
collaborative and team approach	2.54	Agree	5
Composite Mean	2.92	Agree	

Table 6 reveals that the integration of simulation games leads to accuracy and systematic understanding of the assessment tasks with the highest weighted mean of 3.32. Familiarity with the content received a score of 3.13, while the application of theoretical knowledge was rated at 3.00. Realistic decision-making received a score of 2.65, and collaborative and team-based approaches received the lowest score of 2.54, correspondingly.

The results mean that the offered simulation games provide a structured and trustworthy context with which to assess student learning. Simulation games mediate well between theoretical knowledge and practical experience, while strengthening an understanding through participation. The attainment of realistic decision-making is also viewed as a positive consequence, although less so. This suggests that, although simulation games present players with the possibility of making choices, there is room for improvement in terms of how such decisions are made more realistic in relation to everyday life.

3. Sustained Effect of Simulation Games in Social Studies

Table 7 presents the sustained effect of simulation games in Social Studies specifically in understanding culture, politics and society lessons.

Table 7
Sustained Effects of Simulation Games in Social Studies

Sustained Effect	Weighted Mean	Verbal Indicator	Rank
I find a connection between real life situations and the provided information.	3.22	Effective	1
I create authentic space learning environment for world history.	3.00	Effective	3
I became interested with other Social Studies lessons.	3.21	Effective	2
I enjoy the visual and auditory learnings provided in digital form.	2.57	Effective	5
I engage in discussions frequently.	2.56	Least Effective	6
I improve my learning experiences and help my classmates understand concepts more fully.	2.43	Least Effective	8
I develop social emotional learning skills and reflect on my experiences.	2.42	Least Effective	9
I collaborate across boundaries, learn about far-off places and work with people from other regions.	2.34	Least Effective	10
I associate experiences relevant to the topic/lesson presented specifically on remote learning.	2.55	Effective	7
I engage my senses more fully and see a more realistic simulation.	2.87	Effective	4
Composite Mean	2.71	Effective	

The high ratings for these three effects suggest that simulation games excel at making Social Studies content more relevant and engaging for students. Real-life situations to the information presented helps students see the practical value of what they are learning, while sparking interest in other Social Studies lessons can lead to a broader and deeper understanding of the subject. This indicates that simulation games are particularly effective at fostering relevance, interest, and immersive learning experiences.

The findings support the study of Alshehhi et al. (2024) who reported on the



effectiveness of a serious game for learning to simulate strategic thinking in policing. Through serious game methodology, participants' understanding related to strategic thinking and planning had improved with decision making and problem-solving skills in a law enforcement context. simulation games could have potential as a tool for law enforcement organizations to learn strategic skills in an engaging, realistic environment.

On the other hand, the bottom three indicators are collaborating across boundaries, learning about far-off places, and working with people from other regions (2.34), developing social-emotional learning skills and reflecting on experiences (2.42), and improving learning experiences and helping classmates understand concepts more fully (2.43).

All three of these effects are rated as "Least Effective." This suggest that simulation games may not be as successful in promoting collaboration, social-emotional learning, or peer-to-peer learning. The limited effectiveness in collaborating across boundaries may stem from the design of the games themselves or the way they are implemented in the classroom. Similarly, the lower rating for social-emotional learning may indicate that the games do not explicitly focus on these skills or provide opportunities for reflection. Lastly, a composite mean of 2.71 signifies that simulation games have a sustained effect in Social Studies.

4. Challenges Encountered in Utilization of Simulation Games in Learning Social Studies

Table 8 presents the challenges encountered in utilization of simulation games in learning Social Studies.

Table 8
Challenges Encountered in Utilization of Laboratory Works

Indicators	Weighted Mean	Verbal Indicator
Unavailability of ICT supplies in school /classroom	2.54	Encountered
Internet access and connection functions slowly	2.56	Encountered
Lack on knowledge, exposure, training and skills in the operation of ICT resources on the teachers part	2.41	Least Encountered
There are some lessons when simulation games are not relevant	2.49	Least Encountered
Allowable time for each lesson is not enough to utilize simulation games in classroom discussions	2.42	Least Encountered
Limitation in real life or transdisciplinary learning	2.32	Least Encountered
Minimize learning experience	2.12	Least Encountered
Experience restriction in lessons that can be learners in group	2.76	Encountered
Vague and disoriented lessons in simulation games	2.43	Least Encountered
Time pressures	2.72	Encountered
Composite Mean	2.47	Least Encountered

It can be seen at the table that the indicators attributed to challenges are restraint in lessons in group (2.76), time bound pressure (2.72) and non-availability of ICT resources at school/classroom level (2.54). These issues are indicative of logistics and pedagogical challenges to the efficient use of simulation games. The experience constraint associated with group exercises reveals that the environment and the task itself are not appropriate for collaborative learning and do not provide opportunities for teamwork and peer interaction.

The least three rated challenges are: lack of learning, experience (2.12), real-life and transdisciplinary learning (2.32) and unavailability of knowledge, exposure, training and expertise on the part of teachers to operate ICT resources (2.41). The lower ratings of these three challenges indicate that in general, simulation games are not perceived as a strong obstacle to the learning process and have much potential of being

connected to everyday or transdisciplinary life. Equally, the factor of teachers' ICT skills is also relatively surprising, but further indicates either that the type of ICT necessary for simulation games is straightforward in use, so even those without high levels of ICT proficiency can operate it, or that other issues are more key obstacles. An overall mean of 2.47 demonstrates that the challenges in utilizing simulation games in Social Studies generally least encountered.

5. Proposed Learning Activities for Post – Study Implementation and Improvement

The researcher proposed other learning activities that may address the challenges encountered in the utilization of simulation games in Social Studies, particularly in culture, society, and politics lessons for post-study implementation and improvement. The main challenges identified were experience restriction in lessons that can be learned in a group, time pressures, and unavailability of ICT supplies in school/classroom.

Challenge 1: Experience Restriction in Group Lessons Suggested Activity: Role-Playing with Structured Debriefing

Objective: To promote empathy, perspective-taking, and collaborative problem-solving skills by having students engage in role-playing scenarios related to cultural, societal, or political issues, followed by a structured debriefing session.

Expected Student Output:

- Active participation in the role-playing scenario, demonstrating an understanding of their assigned character's perspective.
- Thoughtful and reflective responses during the structured debriefing session, demonstrating an ability to analyze the issue from multiple viewpoints and identify potential solutions.

Challenge 2: Time Pressures

Suggested Activity: Modular Simulation Activities

Objective: To break down complex simulation games into smaller, more manageable modules that can be completed in shorter timeframes, allowing for more focused learning.

Expected Student Output:

- Completed pre- and post-activity questions for each module.
- Active participation in class discussions and reflections.

Challenge 3: Unavailability of ICT Supplies

Suggested Activity: Low-Tech Simulation Adaptations



Objective: To adapt simulation activities with low reliance on technology; using physical manipulatives and paper-based simulations.

Expected Student Output:

- Active participation in the low-tech simulation activity.
- Completed reflection questions or a short-written summary of their experience

Conclusion and Recommendation

I. Conclusions

From the findings of the study, the researcher comes up with the following conclusions:

1. Most of the students performed in average level during the first quarter relative to their written works, performance tasks, and quarterly assessment.
2. The student respondents agreed on the integration of simulation games to enhance their understanding of culture, society and politics in terms to learning content, classroom activities, and assessment tasks.
3. The sustained effect of simulation games is evident mostly in finding a connection between real-life situations and the provided information.
4. The challenges encountered by the students in utilizing simulation games in Social Studies lessons are restriction in lessons that can be learned in a group, time pressures, and unavailability of ICT supplies in school/classroom.
5. Other learning activities were proposed for post-study implementation and improvement in learning Social Studies lessons.

II. Recommendations

From the findings and conclusions of the study, the following recommendations are offered:

1. The school principals may integrate the suggested learning activities during Learning Action Cell (LAC) sessions to enhance understanding in Social Studies lessons.
2. Teachers may utilize the suggested activities to reinforce comprehension on the concepts and information in Social Studies lessons.
3. The school, teachers and parents may raise funds through Parents' Teachers Association (PTA) to help in acquiring resources for Social Studies teaching and learning.
4. A similar study may be conducted to strengthen the results of the study.

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